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## THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

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PROCEEDINGS OF THE SEVENTH ANNUAL MEETING, CHICAGO,  
NOVEMBER 29-30 AND DECEMBER 1, 1917

The seventh annual meeting of the National Council of Teachers of English was held in the Congress Hotel in Chicago on November 29 and 30 and December 1, 1917. The attendance, doubtless on account of the war, was somewhat smaller than in previous years. The conferences of leaders, on the other hand, were more largely attended than ever. From the standpoint of representation of the English teachers of the country, therefore, the seventh annual meeting was a distinct advance. Probably the distinctive note of the whole meeting was the free and hearty discussion of the necessity of developing more earnest purposes on the part of the pupils themselves. This note was struck again and again and was strongly reinforced by Mr. S. S. Marquis, sociologist of the Ford Company in Detroit, Michigan, who said that the great problem in dealing with men in an industrial establishment is to develop in them "the will to do."

### THE GENERAL SESSION

As was to be expected, the principal meeting of the Council reflected the seriousness of the times. All of the four addresses given bore upon the general topic of the national spirit. The President's address, by Mr. Allan Abbott, of Teachers College, Columbia University, appears elsewhere in this number of the *Journal* and will not be further referred to here. The second speaker was Professor Percy H. Boynton, of the University of Chicago, whose topic was "Literature in the Light of the War." He grouped his thoughts under the three heads, point of view, certain contrasts, and possible applications. This paper will appear in the February number of the *Journal*.

Mr. S. S. Marquis, sociologist of the Ford Works, spoke on "Efficiency: What It Is and How to Get It." He felt that there are three main factors in efficiency, namely, vision, the ability to see what may and should be done; knowledge, the ability to select the means and use them; and desire, the will to do. The third is the most important. Only two-thirds of possible efficiency can be reached by merely mechanical means. Certain concomitant factors should be added. These

include a genuine regard on the part of the employees for the employer, that is, loyalty; a liking for the work; the knowledge that the worker will have a share in the product of his labor. Mr. Ford originally made use of only the first and second of these factors and found that there were many leaks. When the employees themselves became partners in the business, hearty good-will took the place of much indifference, and the results were highly satisfactory. Mr. Marquis thought that the same methods apply in education. As it is now, the majority of children are glad when school is over.

The last speaker on the general program was Mr. Clarence Stratton, of the Central High School in St. Louis, Missouri, who is the secretary of the Council Committee on American Speech. He called attention to the fact that his committee is concerned with speech, not with speech-making. He thought that now is a good time to call attention to the fact that many of the large cities are spending much money each year for the supervision of foreign languages and none at all for the supervision of English. We must seek to set up reasonable standards and to make pupils feel that clear, accurate speech is worth while.

#### CONFERENCE ON SUPERVISION

The opening conference of the convention was devoted to a discussion of problems in the supervision of English teaching. The chairman of the conference, Mr. Dudley Miles, of New York City, in opening the discussion, spoke at some length concerning the visit of the supervisor and the interview with the teacher which should follow it. He thought that the supervisor should himself be actually engaged in teaching in order to realize the problems of the classroom. When he visits a recitation he should be as much interested in the work as is the teacher at the desk. He may even ask permission to propose some questions of his own to the pupils, though this is a somewhat dangerous practice. Having sat through the entire recitation so as to get a complete view of it, he consults with the teacher as to the plan of the lesson. His object in doing this is rather to learn than to give instruction. This he is sure to do if he comes with definite points of view of his own and with unsolved problems. He will be on the lookout, for example, for instance of good organization on the part of the students. It requires good preparation on the part of the teacher to be able to lead the pupils to compare properly the siege of Torquillstone with modern trench warfare. In order to pave the way for an interview which will bring definite results it is sometimes well to write a letter to the teacher raising the questions which the

supervisor wishes to discuss. Needless to say, this letter should be truly courteous. It is not to be expected that the supervisor and the teacher will always agree. It should be true, however, that the interview between them should result in a stronger disposition to co-operate. This will be furthered by the supervisor's single-handed purpose to help bring every teacher in his department to the highest point of development.

Mr. Miles was followed by Miss Esse V. Hathaway, of Des Moines, Iowa, who was a member of the committee of teachers which made a series of surveys in order to secure the data upon which to base an English course. A conference of English teachers in the city, including in its membership teachers of all grades, was organized, and the main features of the English work from the seventh to the twelfth grades and of the conditions under which the English teachers work were ascertained. The net result of these surveys was a realization of the need of closer co-operation. By the beginning of the second year the association was ready for constructive plans. These were outlined by Mrs. Anna L. Burdick, who, besides being supervisor of English, was head of vocational guidance. Pupils in the Senior classes of the high schools were interested in finding out why some of their fellow-members had dropped out of school. Plans for following up these persons were made, and as a result a great deal of information was obtained with regard to home conditions. Ultimately, all of the English teachers were asked to submit plans and suggestions for the course of study. The report of the Committee of Thirty on the *Reorganization of English in the Secondary Schools* was largely drawn upon. The course as at present outlined is regarded as tentative, to be revised in the light of experience. The teachers of Des Moines look upon a course of study as being always in process of building.

In the general discussion which followed Miss Hathaway's paper, Mr. Fairley, of New York, stated that he favored the reading of some modern books. He thought teachers themselves should be permitted to make some discoveries. Mr. McComb, of Indianapolis, remarked that a high-school course such as that described will have a definite core, made up largely of certain well-tried classics, but will constantly adjust itself to changing conditions. This was brought about in Indianapolis in years gone by through conferences between the teachers of the grades and the teachers of the high school. Mr. Bair, of Albany, commented upon the making of a syllabus in English for the state of New York. The tentative outline was submitted to 750 teachers of English in the

high schools of the state, and the final syllabus was completed in the light of their suggestions. The fatal leak now is in the matter of supervision. There is need of a definite outline of minimum essentials in order to prevent a waste of energy. Miss Locke, of Indianapolis, urged that we make up our minds what we are teaching for. Do we teach literature, for example, for the sake of entertainment or to make better citizens? She had visited schools in Paris and found that the French emphasize the ideals of their people. Mrs. Hulst, of Grand Rapids, then explained the character of the work done in her high school in the teaching of American ideals through literature. She pointed out that there is much in Milton's biography that is germane to the pressing interests of our time. She thought he might be more at home in America at the present than he was in England in his own age. She would read Johnson, but would couple with it Grayson's *Adventures in Contentment* and similar works.

Proceeding with the program, Mr. Certain spoke at some length upon the supervisor's equipment. He outlined the basis of psychology and sociology necessary, contrasting a formal view with modern social theory; conventional and static ideals, with experimental. Teachers must base their work upon the experience, not of adults, but of children and youth. The course of study should be built up in the form of types of activities. The new technique of teaching must be worked out upon a social basis, scientific tests must be defined, experts consulted, and statistics collected. The great need is, he thought, to study group relationships and organize a type of class activity appropriate to each form of study undertaken. In these types of activities the teacher will play many different rôles. The Council has helped to bring to the fore a new social ideal in education. It should now proceed to develop a correspondingly new educational procedure.

In the discussion of Mr. Certain's paper Mr. Brown, of Cleveland, inquired about the chairmen of the individual groups. He thought that probably the books selected by the pupils would be determined largely by the wishes of the chairmen. Mr. Certain replied that several of the pieces read were selected for the whole room, all participating, for example, in the study of a play. Mr. Chiles, of St. Louis, thought that socialization may be carried on through other means than the class. There is some danger that the class will not know precisely what it is undertaking to do. The form of organization should be determined by the aim. Mr. Certain agreed and illustrated the working of an aim by reference to the class reporters for a school magazine. Mr. Hatfield

pointed out the advantage accruing to each student from having an opportunity to take part instead of being merely mentally comfortable by listening passively. He felt that the supervisor must have the new point of view and act upon it himself. Mr. Certain added that teachers should be set to work upon their problems, not upon the study of psychology. They will get all the psychology they need as they go along. Mr. Brown approved of Mr. Certain's moderation in holding to the best of the old while taking up the very new. Miss Marsh, of Detroit, thought it possible to overlook the possibility of a wise passivity. Not all of life is made up of overt acts. To the objection made by Mr. Thomas that the social method will result in aimless talk, Mr. Certain replied that the teacher is not eliminated from the group in the social method, but simply plays a different part from that assigned by tradition. The idea of developing a new technique of teaching was emphasized by Mr. Hoscic, who declared that we cannot put new wine into old bottles. Mr. Pendleton, of Madison, said that the group reports are made through the best, who thus perform the function of leaders.

This conference was more largely attended than any previous opening conference, there being about a hundred persons in the room. It was also notable on account of the freedom of discussion. The definite impression was left that a new policy had been set forth which was bound ultimately to revolutionize classroom methods in English teaching.

#### CONFERENCE OF LEADERS

The usual conference of leaders in local association held Thanksgiving evening was devoted to the matter of "Values and Their Determination." After brief opening remarks President Abbott called upon Mr. F. H. Bair, of the University of the State of New York. Mr. Bair first inquired, "Values to whom?" To the student, of course, who becomes necessarily the determinant of values. We shall have to study the children in order to reach any satisfactory conclusion in this matter. Since the children vary in different communities and at different times, there can be no final static list of values or of essentials. He mentioned, in passing, the impossibility of securing any values with the present overcrowded classes. There are, Mr. Bair thinks, two chief values in our English courses. The first lies in bringing children into contact with the best that has been written and said. This he is inclined to place above the second, the power of expression, primarily through speech. In order to secure these values we shall need to make three changes: (1) We must reduce the many questions shot out as from a

machine gun by the teacher. Too often the recitation now is something like the cross-examination of a criminal witness in his own defense, with one child as the sacrificial goat (or kid) and the others more or less asleep. The group method is a good means of overcoming this difficulty. (2) We must rearrange our schoolrooms, where at present children are screwed to the floor and talk to one another's backs. Victrolas, stereopticons, statues, and pictures should be added. (3) We must give more attention to the significance of words. A firm grasp upon the meanings of words is more important than grammar in giving accurate and vigorous expression to our thoughts. Each child is a word, and it is our business to make him articulate and able to give his message.

In the discussion which followed, Professor A. G. Reed, of Louisiana State University, insisted that literature courses open up new fields to our pupils; not merely broader, but absolutely new, conceptions of life. Such writers as Hardy, Shakespeare, and George Eliot give our boys and girls a new sense of beauty and of the value of things, and thus improve character and citizenship. They help to convince pupils that the ideal is useful and that imagination and emotion are as important as reason. Mr. J. M. Clapp, of New York, began by quoting the seventeenth-century couplet,

Who sweeps a room as to the Lord  
Makes both that and the action fine.

We are beginning to realize that quantitative measurement does not apply to our work, particularly in literature. It is not the amount of ground which we cover, but the sort of atmosphere which we create, that counts. We need not be so much concerned about the ideal and about the souls of our boys and girls if we ourselves become cultivated persons in mind, taste, and character. Literature may be taught effectively by making composition beautiful. Mr. Clapp illustrated this idea from the business letters of the Goodrich Company, which show sagacity, heartiness, and aggressiveness. Even the letters written by beginners in the firm were really charming. Miss Elizabeth Hodgson, of Wichita, Kansas, told of her investigation of the opinions of 1,200 high-school students concerning the various phases of their English work. The English course was analyzed into six phases: written themes, oral themes, mechanics, classics, contemporary literature, library topics. The pupils declared that oral composition had been the most useful, that written composition stood next, and that classics were the least useful. The popularity of the classics, however, increased with the maturity of the

pupils. Oral composition and contemporary literature were most enjoyed by the pupils. It seemed that those courses were most enjoyed in which the pupils, as well as the teacher, understood the aims. Even a hospital course for Seniors who could not spell and punctuate was enjoyed because it "hit their weak spots." It should be noted that these Seniors planned their own work. Mr. Bair then suggested that, since great literature is essentially selective, it might be well to permit students to read during the first three years joyously, buoyantly, adventurously, exploratively, and then to give intensive training in the classics to those who would profit by it. Mr. E. C. Thomas, of Cincinnati, told of his own plan to interest students in reading by meeting them on their own level—Jack London and Gene Stratton Porter, for example—and then to lead them, through criticism of what they read, to appreciate better things.

Miss Alice Bidwell, of Freeport, Illinois, presenting the second set paper, called attention to the fact that literature values have not been determined at all, that opinions are as various as the individuals offering them. Much might be gained, however, by a determination of values in literature—if such a thing is possible. This is very difficult because of our deeply implanted opinions. Miss Bidwell raised the question whether values can be determined for all groups, since the groups are so different. Her own opinion is that there is a common core, small perhaps. How these common values can be determined is a difficult question. Perhaps teachers in college, high school, and secondary school may be asked to discuss in meetings, and afterward to express their opinion upon, the relative importance of information, inspiration, and the formation of the reading habit as aims in the teaching of literature. Other values to be aimed for might be added in the order of their importance.

Mr. C. H. Ward, of the Taft School, Watertown, Connecticut, in the last paper of the evening called attention to the fact that, while all men are born with equal rights of opportunity, we shall delude ourselves if we attempt to develop in all equal powers and capacities. He quoted Thorndike to show that we cannot build general powers and capacities, but only certain specific habits. The possible merits of the theme, then, are the values in composition. These are two: (1) literary quality and (2) accuracy, or correctness. The magazine editor puts chief emphasis upon power, or literary quality—because he can readily correct the form—but in school this cannot be. Mr. Ward buttressed his own opinion of the importance of correctness of form by quoting *How*



*the French Boy Learns to Write* and the expressions of various university and college instructors. He insisted that we cannot have either literary power or accuracy without the other because they stand in the same relation as a room in a house and the foundation of that house. He concluded by citing several proofs that we do fail to get literacy.

Mrs. George B. Scott, of Grand Rapids, objecting to Mr. Ward's emphasis upon form, spoke of a theme upon which her own boy had spent days of time and into which he had really put very considerable content, only to receive a grade of G—, and of the boy's disgust at seeing a girl in his class draw an E+ on a paper perfect in form but absolutely vapid. Professor Charles S. Pendleton, of Wisconsin, objected to the method of teaching implied in Mr. Ward's emphasis of the mechanics. Boy nature, he said, is to go it loosely, with little attention to form. We should, then, pay attention primarily to the thing which he has to say, and secondarily to the effect of bad sentence structure and misspellings upon the clearness and force of his message. This would undoubtedly bring us out in the same place which Mr. Ward desires to reach. Mr. Clapp's suggestion of teaching literature through really good composition work reminded Professor Pendleton of the policy of the separation of composition and literature as advocated in the report of the Committee of Thirty. This separation seems to Professor Pendleton to be dangerous, partly because the distinction between English for work and English for leisure may open the way to the amputation of the literature study by the radical vocationists of the day. Mr. McComb, of Indianapolis, suggested that we substitute the terms reading and expression for composition and literature. We should ask teachers what their children really need. This would, no doubt, cause us to introduce simpler literature in the schools. Mr. McComb approved decidedly the explorative reading followed by intensive work in an elective course, as suggested by Mr. Bair. However, our courses, organized just to meet conventional expectation, sometimes produce very unexpected results. We find that the most unlikely boys are vitally moved by such poetry as "The Grecian Urn" and the "Rubaiyat." Finally, Mr. McComb commended Mr. Blair's call for more attention to words. Miss Florence Skeffington, of Charleston, Illinois, maintained that literature is still the one great humanitarian force in school. Mr. Edwin Fairley, of New York, gave further instances of unexpected results from the teaching of literature. He insisted upon the value of our cultivating the reading habit along the direction of the pupil's own taste. This same point was later emphasized strongly by Professor C. L. Lewis, of Hamilton College, who spoke

of the development of individuality by permitting young people to browse at will in well-selected libraries. Mr. J. F. Hosic objected strongly to Mr. Ward's antithesis between school and life, saying that the standards in school must be the same as those in the world of men, or else we shall have artificiality in all our school work. Like Mr. Pendleton he agreed with Mr. Ward as to the final goal to be reached, but differed sharply as to which is the shorter and surer path to that goal. Concerning the separation mentioned by Professor Pendleton he said that the Committee of Thirty framed its report to meet a specific situation. Composition was being based upon literature and given a subordinate place in the work of the English department. As a means of making composition more vital and of getting for it a reasonable share of time the committee recommended its total separation from the literature. Mr. Hosic explained that to him the separation was not of reading and composition, but of English for work and English for leisure. Miss Alice Louise Marsh, of Detroit, recommended the experimental course in literature; that is, one which takes pupils where they are and leads them as far as possible in the direction in which they should go. We ought not to be afraid to use such unconventional selections as Masefield's *Daffodil Fields*. *Comus*, Miss Marsh found, was much better understood when it followed *Daffodil Fields*. Mr. Clapp again insisted that we are worrying too much about the souls of our pupils and about their tastes. Strenuous exactness would be good medicine for them, whether they like the taste or not.

#### CONFERENCE ON THE TRAINING OF HIGH-SCHOOL TEACHERS

The conference on the training of high-school teachers opened with an informal discussion, in which those present were asked by the chairman, Mr. Pendleton, to raise such questions as they wished. He then called upon Mr. A. G. Reed, of Louisiana State University, who spoke in part as follows: The topic of professional training of high-school teachers is extremely important. Many persons employed in the high schools have had no special preparation for the work. The colleges and universities set a bad example by using extremely formal methods, which the teachers reproduce in their high schools. Prospective teachers, moreover, are unable to find in the colleges advisers who know high-school conditions. The speaker proposed that an attempt be made to select for the teaching of high-school English those who have had a taste for reading from childhood and have some special fitness for the work. The college course of such persons should be broad and liberalizing,

including some mathematics, a great deal of social science, psychology, ethics, philosophy, and languages other than their own. The English course pursued should include, not only composition and literature, but some training in the history of the English language. His proposals, summarized, were as follows:

	Hours
1 course in mathematics . . . . .	2
1 course in physical or biological science . . . . .	3
3 courses in social science . . . . .	9
3 courses in philosophy, psychology, and education . . . . .	9
4 courses in foreign languages . . . . .	12
7 courses in English language and literature . . . . .	21
1 course in methods, observation, and practice-teaching . . . . .	3
Total . . . . .	60

He added that the prospective teacher should take active part in athletics, in literary societies, glee clubs, various social organizations, intercollegiate debating, and dramatics, in order to develop the power of leadership and co-operation with boys and girls in high school.

Mr. Lyman, of the University of Chicago, was then called upon. He explained that there are two distinctly different classes of students to be cared for, namely, experienced teachers in the summer sessions and college Seniors in the regular courses. He finds certain difficulties in the work with college Seniors. Such persons need direct contact with classroom work and should have a half-year of apprenticeship under the direction of an efficient teacher. They should also observe teaching under expert supervision. It is not easy to bring the class into economical contact with literature. Such publications as the *English Journal* and the report of the Committee of Thirty ought to be available in quantities. He hoped that other persons present would speak frankly as to how they conduct their courses. Mr. Hosic followed with an outline of two courses in the teaching of English in the junior high school which he conducted at Columbia University during the last two summers. He began by asking the members of the class to raise all the questions which they desired to have answered, and developed, with the help of the class, a project for the entire term's work. As each new topic was approached, the class and the instructor together developed a set of questions to guide the study and discussion of the topic. The class in literature was able to observe the instructor twice a week in a course of lessons to ninth-grade pupils and afterward to raise questions as to the points noticed. The class in composition had definite practice in making inventories of sets of themes and in grading of compositions, both with

and without the help of the Hillegas scale. He felt that the course in the teaching of English should itself embody precisely those principles of teaching which it was intended to instil. He had no faith either in a pure lecture-course on the teaching of English, on the one hand, or in mere detailed discussion of individual classics and how to teach them, on the other. Mr. Abbott declared that it is difficult to secure pupils who know enough English to teach it. He finds it necessary to give some academic work. To this Mr. Lyman responded that it was remarkable that he could make up such serious deficiencies in a few weeks of instruction. Mr. Hopkins remarked that students need to know from some authoritative source what is good to do in the classroom. They need to be free from dependence upon the textbook. Mr. Abbott defended his position by stating that pupils who examined the library exhibit at Teachers College last summer remarked that they had not known that certain very common books were in existence. Miss Garfield, of San Bernardino, California, thought that teachers may be shown how to succeed, and that instructors should be able to show them. The question was raised as to whether students who do not know English can be refused admission to the classes in method. Upon this there was some difference of opinion. Much would depend upon the individual case. Mr. Lasher, of the University of Chicago High School, urged that great care be exercised in the matter, inasmuch as it is known that the hardest errors to uproot are those which have been fostered by the ignorance of teachers. Mr. Pendleton meets the difficulty by giving his students at the outset a very severe examination. Pupils deficient in matters of everyday English and in the essential forms of English literature are obliged to make these up for themselves. Miss Grandy, of Highland Park, pointed out that the state educational laws require students to take so many courses in education that not enough English can be included in the program. Miss Geyer, of the University of Iowa, thought that the greatest need is to enlarge the professional point of view of the teacher for the new high school. Mr. Barnes, of the University of Chicago, would have teachers travel and come into contact with modern industries. Mr. McComb thought that the message of the morning should be borne in mind, namely, Mr. Marquis' statement that "vision, knowledge, and desire" are the essentials of success in the case of the industrial worker and probably also in the case of the teacher and the pupil. Students are wrongly taught in the college. They do not attack real problems. It may be necessary to extend the college course to five years, the last year to be taken after the teacher

has had some practical experience, and a new degree offered. Another speaker, who wished to be identified simply as a student in college, declared that in her experience college instruction is usually over the heads of the students. She had found this true in the case of American literature and of educational psychology. Mr. Brown, of the Macmillan Company, of New York, thought that a lesson could be learned from Germany. First acquire scholarship and then get the point of view of teaching. Mr. Hosc objected to this on the ground that it was psychologically wrong and economically wasteful; that there should be one point of view obtaining throughout. Germany was the last place in the world for which to look for an example of correct educational procedure. The German system is one of dictation from the top to the bottom. Mr. Lynch, of Cedar Falls, Iowa, described the system of advisers which is in use in their school. He also outlined the course which is given to the class in the teaching of English in high school. Among the topics pursued are aims, course of study, typical literary classics, current literature of the subject, examinations, questions, the correction of pupils' themes, bibliography. He bemoaned the fact that at present the course in theory is divorced from practice.

In summarizing the discussion the chairman, Mr. Pendleton, stated that the problem of training teachers is threefold: (1) grounding in subject matter, (2) knowledge of boys and girls, (3) familiarity with ways and means to help boys and girls grow. "Canned questions" must give way to more vital methods. We are, however, not wholly responsible for the present bad practices. In the Wisconsin High School of the University of Wisconsin the pupils are sent out to visit classes in the Madison high schools. The teachers are experts who are specially trained and who are paid for the work. Afterward each student has the privilege of meeting a group of pupils for special practice in instruction. Then the student enters Education A, where he is for half a semester a Senior in the high school. As a regular pupil he gets his lesson and in course of time, if he proves competent, is called upon by members of the class to act as chairman. Some students are never chosen as leaders and are obliged to apply to the state superintendent of public instruction for a special license to teach, having failed to meet the test of competition with the high-school group. The student fills out a diary card for every day and writes a paper on "How I Learned to Become a Member of a Class." The work is so absorbing that students will cut their college classes in order to prepare their lessons for the high school.

The conference adjourned.

## THE ANNUAL DINNER

The attendance on the annual dinner was somewhat smaller than heretofore. There was, however, no lack of sociability or of sparkle in the addresses. Mr. Abbott was peculiarly happy in his manner of introducing the speakers. He called first upon four of the members of the Council from distant points who were present at the annual meeting for the first time. These were Mr. Allan Cross, of Greeley, Colorado; Miss Elva Garfield, of San Bernardino, California; Mr. W. E. Vaughan, of Memphis, Tennessee; and Mr. C. H. Ward, of Watertown, Connecticut. Then Mr. William Dudley Foulke, lecturer and author, of Richmond, Indiana, made the principal address of the evening. His subject was "The New Poetry." He showed that *vers libre* is no new thing, and quoted some amusing examples from the ancients to prove his point. He declared, also, that it was not difficult, and gave original illustrations which convulsed the audience. He then entered seriously into a discussion of the shortcomings of the imagist poets and left with his hearers the feeling that they had been, not only richly entertained, but also informed. Probably no previous speaker at the dinners of the Council has given more complete satisfaction to his hearers than did Mr. Foulke.

## HIGH-SCHOOL SECTION

Both meetings of the High-School Section of the Council were presided over by Miss Claudia Crumpton, of the Girls' Technical Institute at Montevallo, Alabama. The session of Friday afternoon was reported by Mr. C. C. Certain, head of the department of English in the Cass Technical High School, Detroit, Michigan, and that of Saturday forenoon by Miss Mary Newell Eaton, head of the department of English in the South High School, Grand Rapids, Michigan.

The first speaker before the High-School Section on Friday afternoon was the secretary of the Council, Mr. James F. Hosis, of the Chicago Normal College. In answering the question, "What Next?" he commented at length upon two ways of looking at life and education. One of these he described as static and the other as changing and vital. The static view is the traditional view of higher institutions of learning that have sought to assimilate the inheritance of the past and to exercise control thereby over the present. The conception of life and education as a vital growing process is well represented in the work of the Committee of Thirty, whose report was recently issued from the Bureau of Education at Washington. Mr. Hosis pointed out that the most conspicuous feature of the report lies in its new emphasis upon social activity.

This emphasis upon activity is making necessary a new technique of teaching, because the conventional processes of teaching are based very largely upon the static conception of life and education. The speaker defined this new technique in terms of the so-called problem-project method of teaching. It was his opinion that the Council has had success from the beginning because it has regarded life and education as a growing process. Taking this view at the outset, the Council committed itself to a policy of experimental teaching. The report of the Committee of Thirty is an embodiment of the experimental attitude. The "next thing" in education, then, is to develop the method of complete experience.

Mr. Dorey, of the Trenton High School, Trenton, New Jersey, spoke on "The Quest of the Dramatic." He asserted that the dramatic instinct must be employed in other phases of English teaching than in the drama itself. He emphasized the necessity of cultivating the use of the dramatic in the personality of the teacher, and urged that the teacher be an actor in the fullest sense.

Mr. Charles Gaston, of Richmond Hill, New York, to illustrate the effectiveness of the socialized recitation, read letters from members of his classes, which were conducting their own recitations in his absence. Specimen reports illustrating the procedure of typical socialized recitations were also read. The reports were human-interest documents and conveyed to the audience a clear idea of children's ways of doing things. Mr. Gaston called attention to the fact that social activities in the class require initiative, co-operation, good manners, and judgment as to standards of good taste.

Mr. Fairley, of Jamaica, New York, inquired if much good time were not likely to go to waste in allowing social activities of the kind described by Mr. Gaston. He voiced a doubt as to the value of results, and questioned whether the socialized recitations are worth what they cost. He doubted whether it would be possible to meet the minimum standards required in New York state, if the procedure suggested by Mr. Gaston were depended upon by English teachers. He asked how to teach spelling under this method. He also called upon representatives of colleges and universities to say what they knew of the socialized recitation. He stated that he had never heard of such procedure in university teaching.

Professor Pendleton, of the University of Wisconsin, replied that little was known concerning this method of teaching in colleges and universities. He was of the opinion that the specimen reports presented

by Mr. Gaston were not a high-level product. He suggested, however, that Mr. Gaston was overzealous. "Few new ideas come along," he said, "that do not have to be saved from their friends."

Miss Frances Wells, of the Austin High School, of Chicago, supported Professor Pendleton's views, saying that the whole matter is one of temperance. She was of the opinion that it is rarely ever desirable to keep up the socialized recitation for a period of more than two weeks.

Mr. Certain, of Detroit, objected to this view on the grounds that the socialized recitation is a matter of point of view in teaching. He asserted that this point of view requires an entirely new technique in teaching. The social point of view, he said, must be maintained throughout the entire period of formal education.

Mr. Miles, of New York City, undertook to answer Mr. Fairley's query concerning drill. Drill in the socialized recitation, he thought, should be preceded by a study of defects by the pupils themselves. The problem approach may thus be made to every form of drill required.

Mr. Lasher, of the University of Chicago High School, told of his experience with the socialized recitation in teaching Freshman English in the University of Michigan. He found the method as successful in the university as it is in the high school.

Mr. Lynch, of Iowa, was skeptical on this point. He said that he believed in such social activities as those represented in literary societies, but feared the danger of expecting students to raise themselves by their own boot straps. He had not secured satisfactory results from college students who had been required to correct themes collected from high-school classes. The college students did not see the errors. At least twenty-five misspellings had passed unnoticed in one set of papers.

Mr. McComb, of Indianapolis, Indiana, spoke next, saying that he thought that it was not necessary to have much machinery for the socialized recitation. He maintained that the whole question could be disposed of as a matter of motive back of the work.

The second meeting of the High-School Section took place Saturday morning. The time was very profitably occupied with a discussion of projects. The presentation of the Second Liberty Loan to the citizens of Detroit was the idea back of the project introduced by Mr. C. C. Certain, of the Cass Technical High School, Detroit, Michigan. Mr. Certain said that it was not necessary to have much machinery to produce this work, though the following should be considered: First, organization—the highly socialized recitation is successful with some teachers, but others need organization. It should make for economy of time rather



than get in the way. Secondly, there should be a specific objective, that is, a known thing to work for. Thirdly, the class should appraise the subject-matter. Fourthly, attention should be paid to the matters of structure. Fifthly, there should be some method of testing results; and lastly, the teacher should be conscious of being only a guide. When the Second Liberty Loan was campaigned for in Detroit, a bulletin was issued from the office of the superintendent suggesting that teachers lay aside all regular English work and consider the presentation of this bond. With the consent of the Detroit English Club, money was voted to print leaflets for every high-school pupil in the city, setting forth the suggestions of the superintendent. From October 18 to October 27 all of the classes in English in the city considered the best means of interesting "citizens of Detroit in buying Liberty Bonds and in helping thereby to 'win and end the war!'" Each class selected a specific objective, and by means of written and oral work set out to accomplish its purpose. The pupils preserved a record of the work in the form of books. Some of these were large, some small; some printed, some written; some decorated by hand, others by clippings. But all were interesting and showed the care taken by the classes to get the most out of the work. All forms of composition were shown: plays, stories, speeches, and essays. A reviewing committee from among the pupils was chosen to examine all work before it was bound in the book. In some instances they compelled pupils to copy manuscript five times before accepting it. When the work was finished, the books were examined to select those that best illustrated the idea for an exhibit in the rooms of the Association of Commerce, where thousands of people reviewed them. Many will now be kept for future use and reference by the city library and the schools. This project had a very vital purpose, and it must have aroused the high-school pupils of the city as nothing else could.

The second speaker was Mr. Lasher, of the University High School. He presented his project to his classes by asking the question, "Do you think that Chicago is a desirable place in which to live?" This immediately produced a reaction, for they all believed it was, and in oral themes attempted to show him that Chicago was a very desirable place. As they talked, he pointed out to them that, though they lived there, they did not know much more about the city than the visitor who sees the Loop district. Finally the classes decided to make a thorough study of the city and write it up in the form of a book. There seem to have been two purposes in this project: to tell Mr. Lasher and to learn about

Chicago. Subjects were brought in and listed on the board, and then each student selected the one he was most interested in. The aim of the book was written in the form of a preface by one pupil. Since economy of time was necessary, the librarian was called in to tell about the material there. The class also made personal visits to such places as the museums, libraries, and parks. As a final touch, each pupil wrote his chapter out on the typewriter and illustrated it. Mr. Lasher thinks that this project develops initiative, because each pupil is held responsible for his work.

A number of other interesting projects were mentioned by Mr. Lasher, such as learning about business letters by writing for magazines; developing the newspaper habit in pupils by cutting clippings for a daily paper, called "News à la Carte."

Miss Evaline Harrington added some very interesting projects connected with the teaching of the *Odyssey*. In order to show her students that Homer still lives, she asked them to find cuts of names or figures of the Greek gods or heroes. These she pasted to make an attractive poster, and followed this up by asking each child to produce a small poster on a certain subject, such as Greek art. Many of these were interesting as showing the direction of the child's point of view. The most ingenious project was a paper assumed to have been printed at Ithaca. There were all the departments of a modern city daily in the *Ithaca Herald*, from the "Lost and Found" to the "Beauty" column managed by Venus.

These excellent presentations were to have been followed by a talk on food conservation by Miss Garrier, of Washington, but she was obliged to leave before her time.

The rest of the morning was given over to an informal discussion of the socialized recitation. Mr. Gaston presented the following questions: (1) What is the function of the teacher in the classroom? (2) Does the socialized recitation reduce the work of the teacher out of school hours? (3) Through this method do you make pupils accurate in written work? Miss Packard, of Evanston, said that she thought the function of the teacher in the classroom was to act as an accompanist to the class, which would be the soloist. Miss Hodgson, of Wichita, Kansas, said that the test of the teacher, whether guide or not, was that she must make the pupil able to go alone. Miss Blodgett, of St. Louis, Missouri, said that she had never been able to use more than two days of socialized recitation during the teaching of Burke's speech, but Miss Diggins, of the Mount Pleasant Normal School, said that she thought the socialized

recitation could not be so well used for the teaching of literature as for other parts of English. At this point Mr. Fairley arose to say that, while he was in favor of the socialized recitation, he thought we were all riding it to death. "How does pasting a picture in a book help our English?" was the question he left with us. Mr. Chiles said that he had two views, one where the socialized recitation might be an attitude with the teacher in front of the room, and the other where the class became a club. Whereas the teacher may do much by suggestion, a class can never do wholly without drill, and for this reason the socialized recitation is especially fine for oral work. If the oral work is well planned, this type of recitation will insure accuracy in the written work.

And here at this point the scribe might add, "Both sides laid down their arms!"

#### COLLEGE SECTION

The presiding officer of the College Section was Professor J. M. Thomas, of the University of Minnesota, Minneapolis, Minnesota, and the secretary, Robert C. Lansing, of the College of Agriculture, St. Paul, Minnesota, by whom the notes of the general discussions were made.

The general topic on Friday afternoon was "What Can Be Done to Insure Better Preparation in English of Matriculants?" In the absence of the first speaker, Professor Vincil C. Coulter, of the Missouri Normal College, his paper was read by the chairman. Mr. Coulter commented upon the fact that the word "English," like the word "pacifist," covers a multitude of sins. It is necessary to define one's terms carefully in discussing it. He noted that the history of literature merely as information has come to be regarded as having little interest or value for high-school pupils; that the methods, aims, and material of the study of literature as a record of the growth of racial ideals are very different from those that are employed when literature is used to develop taste; that elaborate analysis of unrelated classics does not present the growth of racial ideals nor develop taste; that the conventions of written discourse can be made habitual only by the efforts of all teachers; that grammar can be profitably studied only as a systematic subject; that what we call composition is really a method of organization which should characterize, to some degree, all subjects; that vocabulary goes with ideas and must be the care of all teachers. Improvement of the English of matriculants will come by more careful statement of aims and more vital organization of activities. We must use modern literature and we must, if possible, secure more competent teachers.

The speaker who followed, Professor T. E. Rankin, of the University of Michigan, commented upon the fact that the high schools are inspected for the most part by men who have not given any special attention to the study of English, and therefore can do little to help the high schools in that subject. In the university itself, moreover, only one course in English is required of those who are candidates for teachers' certificates in that subject. The point is that a higher estimate must be formed of the preparation needful for giving efficient instruction in the English language and its literature. Such mastery requires serious work. At present too little actual work is demanded. He thought that the situation may be remedied somewhat if the instructors in English in the universities and colleges will get into more sympathetic personal touch with the teachers of English in the high schools.

The paper of Professor Frank W. Scott, who is in charge of the course in Freshman composition in the University of Illinois, upon the same subject was distinctly hopeful in outlook.<sup>1</sup> The speaker held that, if it is not possible to set the standard of the college course independent of the high school, then improvement in college entrants must be gained by co-operation with the high school. Improvement is being made steadily even without any special action on the part of the colleges. For example, students entering the University of Illinois have very much more definite knowledge of the parts of speech and the elements of the English sentence than was the case only five years ago. The high schools are giving more attention to composition than formerly, and the conditions for work are gradually being improved through the reduction in the size of classes. Meanwhile the high-school teachers, if told tactfully, are glad to know just how far and in what respects their graduates are failing to meet the tests of Freshman college courses. When such information is furnished, the high schools promptly force the second move by asking why the graduates have failed. The answer can be obtained in part by appealing to the Freshmen themselves. It easily appears that the standards of the college are regarded as severe. Pupils who found difficulty with their college work were free to criticize their high schools because of lack of definiteness and rigorousness in the training which they gave. The reading of over 7,000 answers made by Freshmen discloses the fact that the main difficulty with high-school composition is that not enough emphasis is placed upon it. For one reason or another, practice in writing and definite instruction in the ele-

This paper will be published in the *Bulletin of the Illinois Association of Teachers of English*. Address Harry G. Paul, Urbana, Ill.

ments of correctness are omitted. There seems to be, moreover, no unity whatever in the treatment afforded themes by the teachers. Added to this is the fact that little attention is paid to the English used by the pupils in their other courses.

The last of the regular speakers was Professor William E. Simonds, of Knox College. Speaking as a member of the faculty of a small college, Mr. Simonds remarked that the college is in a difficult position because it cannot bring pressure to bear upon the high schools as the state university can if it wishes. Nevertheless the sending of information to the high schools as to the progress of their students in the college had proved of distinct value. The kind of work done in a school depends largely upon local conditions. Experience with pupils shows that it is not possible to take Senior grades as a basis for classifying the standards in specific schools. On the other hand, the grade obtained in English I in the college correlates closely with the grades obtained in other studies. It appears that it would be sound policy to give an entrance examination in English even if none is given in the other studies. Perhaps general intelligence tests like those used at the University of Minnesota would be still better. As pointed out by previous speakers, a part of the difficulty can be traced to the lack of thoroughly trained teachers and a part to the unfortunate conditions in which much of the work must be done. On the whole, it is fair to urge that the university and college have a responsibility in the solution of a common problem which is fully equal to that of the high school.

A general discussion followed.

PROFESSOR J. M. THOMAS: Universal testimony shows that year after year we have been admitting to college men and women unprepared in English. The remedy is re-establishing entrance examinations. We should abandon the theory that the university is merely a continuation of the high school, and that the Freshman year is the thirteenth grade. The examination should not be one of the old style for which the student can cram, but one that will reveal his habits and ability.

PROFESSOR HOPKINS, University of Kansas: Approval is to be given the plan of entrance examinations, not for the purpose of excluding the poor student, but for the purpose of gaining a knowledge of his training, ability, and habits that may be used in guiding him in his college courses. The state law prohibits exclusion. Sub-Freshman classes are established for students with inadequate preparation.

PROFESSOR O. C. KINNICK, Eureka College, Illinois: Students who are below grade upon entrance are given work in sub-Freshman classes without credit. A great cause of the poor instruction in English in high schools is the

poor preparation of teachers by the universities. Teachers carry into the schools the scholastic methods of the university and have not had training in aesthetics and morals, which universities are afraid to give.

PROFESSOR A. G. REED, Louisiana State University: Unsatisfactory conditions in the teaching of English throughout Louisiana have been greatly improved by the state department and especially by an inspector of high schools who was formerly a teacher of English. The University has met the difficulty of poor preparation by separating the good from the deficient students, the deficient students receiving no credit for sub-Freshman work. As a result of the two systems, high-school teachers are giving the students better preparation.

MR. MANCHESTER, in reply to a question from the Chair concerning sub-Freshman English at Wisconsin, said, in substance: Although a course in sub-Freshman English has been in operation at the University of Wisconsin since 1909, it would be very difficult to show that it has produced any notable general effect upon English training in the high schools of the state. The percentage of Freshmen required during the current year to take the preparatory work (about 17 per cent) is greater than the average percentage (about 15 per cent) of the last six years. Undoubtedly our establishment of a no-credit course, with systematic reports to high schools, has exerted some influence, in sporadic instances a considerable influence; nevertheless the experience of the University of Wisconsin is not encouraging to the hopes of any who would look to the sub-Freshman course as a means of regenerating high-school English.

Mr. Manchester then added, turning to the general question under discussion, that in his judgment it was of very great importance, at least in Wisconsin, that a definite high-school curriculum in English should be brought before the high schools, accompanied by the widest possible official sanction, so that there could no longer be any doubt, as now there appeared often to be, as to what the indispensable primary conditions for intelligent and successful training really are.

PROFESSOR A. E. CROSS, State Teachers' College, Colorado: Detailed study of masterpieces in the high school is pernicious training. Prolonged minute study of classics is due to their publication in small, single volumes and hesitation on the part of teachers to ask children to buy books. The system could be abandoned with advantage to all concerned. The requirements upon which colleges insist should really be taught in the sixth grade.

PROFESSOR C. H. WARD, Taft School, Connecticut: The wide divergence of high-school and college aims gives rise to difficulty. The school trains in literature; the college seeks training in composition.

PROFESSOR A. B. NOBLE, Iowa State College, Ames, Iowa: Poor preparation of teachers of composition is the great difficulty. Experience reveals that high-school teachers are employed to instruct in various subjects and are given

classes in English although they have no recommendations from the department of English in the colleges from which they graduated.

After a campaign in one state an institution finally succeeded in uniting the colleges on the plan of giving entrance examinations in English with a resulting marked improvement in high-school instruction. After several years, entrance examinations had been abolished, and the standard in the high schools consequently was lowered.

PROFESSOR C. R. ROUNDS, Milwaukee State Normal School: High-school teachers are overworked with large numbers of pupils, dramatics, committees, and administration. Entrance examinations and sub-Freshman classes should be encouraged, but the real remedy is to put more money into the teaching of English. Make school boards and superintendents realize that poor work is sure to come from overloaded teachers.

MISS HODGSON, high school, Wichita, Kansas: In the Wichita high schools weak Seniors take a hospital course. Papers poor in English found in any class are handed to the teacher of composition and are brought to the attention of the pupil. Some composition work is based on a study of newspapers and current literature. A weekly paper is issued by the pupils.

PROFESSOR T. E. RANKIN: College teachers face the condition that high-school students are not taught composition, although they are taught literature. Sub-Freshman classes do not affect high schools, and entrance examinations cannot be adopted because of state laws. Better instruction of teachers and co-operation with them supply the remedy.

PROFESSOR J. M. THOMAS: What warrant is there for in saying that such an examination for entrance is illegal?

PROFESSOR F. N. SCOTT, University of Michigan: Universities would probably be sustained in establishing any reasonable requirements. It is possible that the North Central Association with its list of accredited schools might object.

PROFESSOR KARL YOUNG, University of Wisconsin: The circulation of the Hopkins report would help high-school teachers. Teaching in high school is not bad. Yet there is not enough written work, for the teachers are overloaded. Let the Hopkins report be presented to authorities.

PROFESSOR J. M. THOMAS: The Hopkins report has been extensively circulated throughout Minnesota by the department of rhetoric of the State University, and has as yet produced no noticeable result.

MISS SMITH, Francis Shimer School: If teachers acquire in college the ability to write well, they can teach composition.

PROFESSOR ROLAND P. GRAY, Syracuse University, New York: There have been many discussions of the remedies suggested, but not much progress has been made. At present the high-school teacher of English has an impossible task. The English of pupils will not be improved until correct English is

required and used in all courses. In addition, it should be required that all high-school teachers come up to a high standard in their use of our language.

PROFESSOR J. M. THOMAS: Would a recommendation from the College Section influence the North Central Association?

PROFESSOR F. N. SCOTT: It might, although it would be more likely to influence state inspectors. The Hopkins report needs various sorts of support; it is too condensed to be grasped quickly.

It was moved by Professor Noble and seconded by Professor Ward that a committee of from three to five be appointed to draw up recommendations on the subject to be submitted to the North Central Association, inspectors, and other officials. Carried.

PROFESSOR C. R. ROUNDS: It would be effective to send to high-school teachers a list of their deficient pupils and the Hopkins report.

PROFESSOR F. M. HOPKINS: The fact of the frequent changes in school administrations in the last four years suggests a redistribution of the report. The effect of it has been slight. Another report is being written. The recommendations will not accomplish much, for the trouble arises in the grades. In the upper grades the training received in lower classes is lost because of overcrowding of classes, lack of time, and lack of inspection. The influence of the poor language of home and street is too strong.

PROFESSOR R. W. BROWN, Wabash College: The remarkable failure of college students in an examination in simple arithmetic demonstrated that the difficulties confronting teachers of English are not unique, but only prominent.

Adjourned.

The opening paper at the second session of the College Section, which was held on Saturday forenoon, was by Professor Robert Morss Lovett, of the University of Chicago, on the topic "The Undergraduate Course in English as a Preparation for Graduate Study." The speaker believes that the spirit which animates the best graduate work should also enliven the activities of underclassmen. The habit of careful investigation must be built up through long years. He would therefore assign special problems to undergraduates, and favors a certain amount of specialization, though, of course, he would lay emphasis upon a broad survey, deferring advanced specialization until the period of graduate study.

In discussion of this paper Professor Roland P. Gray, of Syracuse University, said that undergraduates specialize because they do not intend to take graduate work, but intend to teach. In the training of undergraduates American universities will have to come to the Oxford plan of small groups of students with personal instruction.



Professor Stuart P. Sherman, of the University of Illinois, read a paper on "The College Teaching of English and the Inculcation of American and Allied Ideals." This paper began with a brief discussion of the dangers to which the propagandist is exposed—the dangers of mendacity, animosity, and national egotism. It proceeded then to examine the special circumstances which justify the scholar at this time in incurring these hazards: the presence of alien propaganda on American soil; the sinister blows at the national melting-pot; the necessity for vigorous measures of defense to protect the ideals and principles of American life in their own domain. Deprecating attempts to impose American, or so-called "Anglo-Saxon," peculiarities upon the world by force of arms, it undertook to show that the main cause for which America and her Allies are now fighting is not the cause of nations or of races, but the cause of the commonwealth of civilized men. To illustrate the antiquity and universality of the cause, passages expressing the common sense of mankind were cited from a wide range of literatures, that of the Hebrews, the Chinese, the Romans, the English, the Germans, the French, and the Americans. In conclusion it was urged that that propagandist is relatively safe from the ordinary perils of propaganda who is contending for the central human truth which is the object of all knowledge, for a sense of human brotherhood, and for those common things which are precious to all good men everywhere and at all times.

In discussion, Professor F. N. Scott, of the University of Michigan, expressed hearty appreciation of the address, because it distinguished so clearly between abiding principles and the ideas of a temporary propaganda. Mr. J. Milnor Dorey, high school, Trenton, New Jersey, spoke of the Vigilantes, a non-commercial organization of authors and artists which solicits and distributes patriotic articles free to the press of the country. The managing editor is Charles J. Rosebault, 505 Fifth avenue, New York City.

Professor Frederick A. Manchester, of the University of Wisconsin, was then called upon for a brief statement concerning the matters under consideration by the Committee on the Standardization of Freshman English, and he announced that a report would be presented at the December meeting of the Central Division of the Modern Language Association.

Professor James F. Hosis, of the Chicago Normal College, for the Committee on the Preparation of College Teachers of English, discussed the following tentative propositions and answered objections.

TENTATIVE PROPOSITIONS WITH REGARD TO THE PROFESSIONAL  
TRAINING OF COLLEGE TEACHERS OF ENGLISH

1. Although it is hardly possible to arrange a standard College course for those intending to teach language, composition, and literature for the undergraduate, it may be laid down as a general truth that a liberal course of study in history, sociology, economics, modern science, industry, and foreign language, together with wide reading in literature and ample practice in oral and written composition, is much more valuable for prospective teachers of undergraduate college English than a course devoted largely to the study of ancient and modern foreign languages.

2. Universities having a sufficient number of advanced students in the English department should be urged to offer two courses in the teaching of English open to graduates and to qualified Seniors. In the pursuit of such courses two or three semester hours should be devoted to language and composition, two or three semester hours to literature. Each of these courses should include such features as the following:

- a) A consideration of the aims of regular college work in the subject.
- b) A survey of college courses in English now in operation or projected.
- c) A critical outline of material and method in the teaching of composition (or literature) to Freshmen and Sophomores.
- d) Observation of teaching and, if possible, participation in the actual work of the college classroom.
- e) Critical evaluation of actual material of the classroom, such as students' themes, textbooks, outlines, etc.
- f) A study of the problem of testing and grading.
- g) Familiarity with the literature of the subject.
- h) Familiarity with the work of secondary schools, their conditions and limitations, and the necessary relations of such work to the courses in the junior college.

3. Both the general preparation and the special professional preparation of the college teacher of English should include training in oral, as well as in written, composition, in speech sounds and other phases of practical linguistics, and in the use of books and libraries.

4. Professional preparation of the kind outlined above should be honored with a special degree indicating that the holder is interested primarily in teaching rather than in advanced and highly specialized research.

Adjourned.

ELEMENTARY- AND NORMAL-SCHOOL SECTIONS

D. O. Coate, of the State Normal School, La Crosse, Wisconsin, chairman of the combined meeting of these sections, first called for the final report of the Committee on English in the Normal School. The chairman of the committee, Walter Barnes, of the State Normal School,

Fairmont, West Virginia, was unable to be present, but sent a good report which was effectively read by Miss Florence Skeffington, of the Eastern Illinois State Normal School, Charleston. The report will be found on p. 29 of this number of the *Journal*.

A brief statement for the Committee on Labor and Cost of English Teaching was then presented by the chairman, Professor Edwin M. Hopkins. He said:

After four years spent in the survey of secondary and college English and four more devoted to elementary-school English, the work of this committee is approaching completion with the aid of the National Education Association and the Bureau of Education. By January 1 most of the material received will have been tabulated, and the Committee hopes to have a summary of results ready for presentation to the National Education Association in July. The complete report, including much supplementary material, will be presented to the Bureau of Education as soon as it can be made ready.

At present it is impossible to state other than tentative results, although enough material is already in hand to make the statement very extended. A few points only will here be presented. As to the statistical comparison of English and other subjects in elementary schools, they seem to be not so very far apart as to relative cost and the relative number of pupils; but all are more or less seriously overcrowded, and other parts of the report afford data for determining the physical limits of the effective teaching of elementary English subjects.

Serious lack of agreement appears as to the aims and the points stressed in the successive grades, although the quantity of work required is fairly even. Satisfaction with the results of the work varies inversely as the number of the grade. In the earlier grades the proportion of satisfaction to dissatisfaction is approximately eight to two, in the middle grades it is about five to five, and in the seventh and eighth grades about two to eight. The reasons assigned in every instance are overcrowding, both of pupils and of subjects, and the negative and destructive influence of uncultured homes and especially those of foreign race. The difficulty of teaching children of foreigners is 100 per cent greater than in the case of children of Anglo-Saxon parentage; and the general opinion seems to be that during the grade course the unfavorable influence of unfortunate home and social environment so overbalances the best that teachers can do under the conditions that their struggle is more and more a losing one in successive years. It appears further that the results of defective methods of instruction are such as to lessen that capacity for free and spontaneous expression which most children seem to have at the beginning, so that at the end of the grade course a very large proportion of them are, in a very important matter, worse off than they were at first.

The proportion of time devoted to oral training seems to be much less than that generally agreed upon as best; it seems to be much below the 50 per

cent median. The results in grade English are most unsatisfactory in technical grammar and in composition. The cause of this in composition is lack of time, but not so in grammar. The correlation of English with other subjects seems chiefly to consist of requiring correct forms in speech and writing in all subjects. The points or essentials stressed in successive grades are often determined by the particular textbook in use, and these textbooks vary as greatly as do the schools themselves. It is as yet impossible to determine the consensus of opinion as to what should constitute the distinctive and essential work of each successive grade. Conclusions are beginning to appear and will be presented in the final report.

As the time of publication of this report is uncertain, the attention of the Council is invited to the question of how to secure further and wider publicity for that part of it already published and for the general summary when ready, with the least possible delay.

The topic of the session was "The Junior High School." Composition work in this new type of school was discussed by E. E. Chiles, Ben Blewett Junior High School, St. Louis. The primary task of those now organizing such work is the framing of the course of study. Assuming the equality of composition and literature and of oral and written composition, the whole year may well be divided into two-week periods, literature and composition alternating, but oral composition receiving dominant stress during two successive composition periods and then written composition receiving the same treatment. Narration will prove to be the dominant type of discourse, but any material that is really interesting to the student is satisfactory subject-matter for composition. Most of the students' work and play is vital to these boys and girls. Fluency should come before exactness in time. The youngsters should be encouraged to try to state their real thoughts and feelings in such language as they have, and through this process improve their language stock. Drill upon the points wherein they actually go astray—roughly indicated by the investigation of Charters in Kansas City, but better determined by a census in the home-school community—should of course accompany this practice in genuine speaking and writing. Drill may be actually interesting as well as very valuable if kept short and otherwise in accordance with the modern psychology of drill. Classification of the pupils into sections of thirty according to ability by means of the Trabue sentence-completion test solves many of the problems of adjustment to individual differences. It remains to produce the truly social attitude and feeling of responsibility to the school community. This may be accomplished, in part at least, by permitting the class to have its own officers and organization—to become conscious

that it is a society. Above all things, there must be a really responsive teacher in charge.

Reading her own paper on "Literature for the Junior High School," Miss Skeffington pointed out the need of cultivating the strictly private side of the child, the ego, by making him an appreciative, habitual reader, and of cultivating his social side by presenting through literature vivid and persuasive portrayals of the social qualities. The elementary school should teach the child to read and to expect to understand what he reads. In doing this it will also lay the foundations for the ideals and character which the upper years hope to develop. On the other hand, the junior high school must resign to the higher schools such literature as is unsuited, either because of difficulty or because of the remoteness of its theme, to early adolescent boys and girls. The junior high school must use literature which will supplement its pupils' experience in desirable ways and furnish the proper direction for the flowering of the altruistic impulses that mark this period. Since the English course, if it is to gain any real hold upon the children, must compete successfully with the movies, it must include present-day books and many narratives of swift action and romance. In order to broaden the taste of the children it must also cover a wide variety of material and include the classics. For all classes there should be a minimum required list, to which those who are able should add as much as they can really master. Home reading should be entirely voluntary, but considerable in amount. As a means to solidarity among our polyglot population a minimum constant requirement throughout the nation would be desirable, not only that we might all think the same thought, and hold the same ideal, but that we might all be able to illustrate them by examples known to all.

The session ended with an informal but very interesting address by Dr. William B. Owen, principal of the Chicago Normal College, on "The Preparation of the Junior High-School Teacher of English." The preparation needed depends upon what these teachers are to do. Since this school is not to be mainly a preparation for any other, we must abandon the purely literary and aesthetic aims which have hampered so many in favor of the attempt to broaden and interpret the child's experience. Literature is the medium for the study of life as a whole, just as science and history are mediums for studying phases of life. Moreover, literature remains and accumulates, while science passes—or at least changes. These things account for the large place literature has in our schools. The prospective teacher, if he is to handle such material, must study life, not under special controls, but as it actually goes on

in the world. He must be no recluse! And to make this vicarious experience gained through literature of real value to the boys and girls, we must introduce it at those times in their lives when they may appropriate it and by it accomplish their own purposes. This requires intimate knowledge of literature, of its spirit rather than its technique; a firm grip upon the general principles of psychology and sociology, and genuine sympathy with young people. This same equipment will enable the teacher to see the *principle* of the socialized recitation and avoid entanglement in mere surface devices which are sometimes far beside the mark.

#### PUBLIC-SPEAKING SECTION

Mr. John Mantle Clapp, of New York, presided over the meeting of the Public-Speaking Section on Friday afternoon, and Miss Helen Lemmert, of Columbus, Ohio, served as secretary. The program was largely non-technical, presenting various aspects of the relation of school work in speech to the actual life of the outside community.

The first paper, "A Report of the Progress of the Chicago Speech Survey," by Mrs. Katherine Knowles Robbins, chairman of the Chicago Woman's Club Committee on American Speech, was particularly interesting and timely. Early last winter the Club, partly at the instance of the National Council's Committee on American Speech, undertook an investigation of the actual conditions in Chicago as regards training in speech and in the use of the voice. In spite of the difficulty of the times, the lack of precedents, and the complexity of the field, good progress has been made, and even more will be done next year. The investigation will comprise examination of the work in public and private schools as well as in special schools of expression and music, and an attempt to discover the attitude of various groups of the outside community: lawyers, clergymen, physicians, clubs and similar organizations, and business houses. Some of the work of investigation has been done, and several open meetings for the discussion of various aspects of the general subject have been held.

Mrs. Robbins summarized the reports from various schools. Unquestionably the speech work has been inadequate and poorly correlated. The difficulties, however, have been very great, owing to the size of the classes in the lower school grades, the large number of children of foreign parentage, and the limitation of available resources. It is evident also that conditions are improving. Teachers and school authorities are now looking for helpful constructive methods. What is

especially needed is closer correlation of activity among the various speech agencies already existing in the schools.

This Chicago Speech Survey, the first deliberate effort by a body of outside citizens to examine and estimate the work of the schools in training young people in the use of the mother-tongue, will undoubtedly be of wide interest and influence, alike for its aims, results, and methods—particularly as to its methods. The modesty, sanity, breadth of view, and intelligent energy of the Committee's work are most encouraging.

The second paper, on "The Broader Aspects of Speech Training," by Dr. Smiley Blanton, of the University of Wisconsin, at present an officer in the United States Medical Reserve and in charge of the Neurological Institute in New York City, was one of striking acuteness and significance. Dr. Blanton discussed the matter of speech training, especially in the lower grades and as related to mental hygiene. Speech, developed in response to the emotional life and in response to the realization of needs rather than to the needs themselves, is a thermometer of the progress and stability of the personal adjustment and growth of the individual; and therefore a defect in speech can no more be called the illness and treated as such than temperature can be called typhoid. The underlying causes must be studied. Dealing with this large and shifting field of personal adaptation as it manifests itself in speech requires thorough training and is a profession in itself. It can no more be added to the field of the English teacher than to that of the history or physical-education teacher or to that of the school nurse who teaches social hygiene. But there is a field in which the English teacher, with only a little additional training, can become extremely useful—the great field of hygiene. The teacher should be able to diagnose timidity; should know the best way to deal with negative suggestibility, abnormal fears, abnormal anger and its kindred epilepsy; should know what is indicated by a lack of attention; should know some very definite things about the hygiene of sex; should have some knowledge of the laws and development of the co-ordinations of the muscles and of the development of the motor centers. Last but by no means least come tact and a knowledge of the harm as well as the good to be expected from discipline, derision, scolding, and the stimulation of rivalry.

The third paper, on "Speech Problems in the Grades," was presented by Arthur Andrews, supervisor of oral English, Grand Rapids, Michigan. Mr. Andrews is one of the first persons to occupy such a position, and his report of the conditions which he found, the difficulties in the way of effective results, and the methods which have been developing in the

course of his work, was definite and valuable. Like the other speakers, though from a different point of view, he emphasized the necessity of expert knowledge in the speech instruction of early years and the importance of carefully discriminated work with the individual pupil. The last speaker, Miss Mabel Yeomans, dean and instructor in public speaking in Grinnell College, was, through her wide platform experience in recent suffrage campaigns, well qualified to talk about "Women and Public Speaking." Until very lately women have learned to speak in public without encouragement or training by the schools—they have "learned to do by doing." Realizing that such a method is uneconomical, they have demanded from the schools courses in speech technique. The schools have responded by giving them this training and nothing further. The public-speaking course, as well as the rest of the curriculum, should be so shaped as to anticipate the woman's future needs. The public-speaking course for women should be primarily a course in clear and constructive thinking, for it is training to think thus which will help them to be good citizens.

#### THE LIBRARY EXHIBIT

The chairman of the Library Committee of the Council, Miss Mary E. Hall, of the Girls' High School in Brooklyn, New York, was unable to attend the meeting on account of illness. She had, however, spent some time in Chicago a few weeks before the convention and had helped to plan a library exhibit and conference. The actual installation of the exhibit was in the hands of a committee of Chicago high-school librarians, including, as chairman, Miss Helen S. Babcock, of Austin. There was also very effective co-operation on the part of the University of Chicago High School under the leadership of Miss Hannah Logasa. As on previous occasions, the Library Bureau installed a handsome group of sample cases and tables, and although the two regular library exhibits of the Council were elsewhere, the material assembled for the annual meeting was in no way inferior to that presented on previous occasions. Special mention, perhaps, should be made of the photographs of dramatic scenes and casts made at the University of Chicago High School under the direction of Mr. Theodore B. Hinckley.

#### BUSINESS

The Board of Directors met in the Francis I Room of the Congress Hotel at 4:30 on Thursday afternoon, November 29. The following were present: Allan Abbott, Nathaniel W. Barnes, Claudia E. Crumpton,



Edwin Fairley, Mary B. Fontaine, Edwin M. Hopkins, James F. Holic, Cornelia Steketee Hulst, Calvin L. Lewis, E. H. Kemper McComb, A. B. Noble, Clarence Stratton, and Joseph M. Thomas. The minutes of last year's meeting, as printed in the *English Journal* for January, 1917, were approved. In the absence of the treasurer, Miss Pound, the Secretary reported a balance in the treasury on November 28, 1917, of \$384.76. The financial statement for the year was as follows:

## RECEIPTS

Balance November 25, 1916.....	\$ 480.83	
Individual memberships.....	2,872.01	
Collective membership.....	135.20	
Home-reading lists.....	217.33	
Play lists.....	40.50	
Brief summaries.....	8.30	
Miscellaneous.....	31.06	
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Total.....		\$3,785.23

## EXPENDITURES

Subscriptions.....	\$2,165.00	
Stenography.....	434.00	
Postage and express.....	101.38	
Printing, etc.....	198.34	
Committee expenses.....	100.79	
Services of assistant secretary.....	200.00	
Council meetings.....	90.03	
Home-reading lists (mailing).....	11.55	
Play lists (mailing).....	3.70	
Brief summaries.....	2.86	
Miscellaneous.....	15.78	
Exchange.....	26.79	
Stamps received and paid out.....	32.25	
Revolving duplicator.....	18.00	
	<hr/>	
Total.....		3,400.47
		<hr/>
Balance November 28, 1917.....	\$ 384.76	

On motion the report of the treasurer was referred to a committee composed of Directors Barnes and Thomas for auditing. The Secretary then outlined a series of facts which all members of the Council should know in order that the members of the Board of Directors might add suggestions. Director Barnes proposed that the library exhibits be definitely routed so as to save time and cost.

It was moved by Mr. Fairley and seconded by Mr. Lewis that special meetings of the National Council be held at Atlantic City in connection with the Department of Superintendence of the National Education Association, February 25 to March 2, 1918, and in Pittsburgh in connection with the summer session of the National Education Association during the first week in July. The motion was carried.

A suggestion from Mr. Walter Barnes, of Fairmont, West Virginia, was read to the effect that a committee be appointed to arrange a list of modern literature for reading in high school. On the motion of Miss Fontaine, seconded by Mr. Lewis, the matter was referred to the subcommittee on literature of the Committee on Economy of Time in English, of which Mr. Fairley is the chairman.

Mr. Lewis raised the question as to whether the Committee on American Speech should be renamed the Committee on Oral English and should take over the functions heretofore served by the section on public speaking. After some discussion it was decided by vote to retain the name "American Speech" and to discontinue the section on public speaking, which seems to have served its purpose. The interests of those who have been in attendance on the section on public speaking are to be served in the programs of the existing sections.

The following amendment to the Constitution was then discussed at some length:

The management of the affairs of the Council shall be vested in a Board of Directors and in the officers chosen by the Board of Directors.

The Directors shall be chosen as follows: Each society of English teachers having collective membership in the Council shall select one or more persons to act as Directors in accordance with the *bona fide* membership of the society on December 1 of the given year. Societies in class C shall be entitled to select one Director; societies in class B, two Directors; and societies in class A, three Directors. In addition the members of the Council shall select nine Directors-at-large, not more than two of whom shall reside in any one state. Each Director shall be elected for a term of three years, beginning with December 1, provided that in putting this amendment into force such steps shall be taken as will cause approximately one-third of the Directors from the most widely distributed geographical points possible to go out of office each year, and provided, further, that a reasonable effort shall be made to maintain a proportionate representation on the Board of all classes and grades of schools and higher institutions of learning.

The Directors shall choose annually from their own number a President, two Vice-Presidents, a Secretary-Treasurer, and an Auditor, who shall serve in these capacities both in the Council and on the Board. Except in so far

as the Council may by vote limit its powers, the Board of Directors shall have full authority to manage the business and the properties of the Council, to fill vacancies in offices and committees, to make all necessary arrangements for meetings and for procuring of speakers, and to appropriate funds from the net balance in the treasury in payment for any services, rents, publications, or other expenses properly incurred in carrying out the work of the Council. But neither the Council nor any officer or committee shall contract any indebtedness exceeding the net balance then remaining in the treasury.

Meetings of the Board of Directors shall be called by the Secretary at the direction of the President or at the request of five members of the Board. Nine members of the Board shall constitute a quorum.

The Board of Directors shall appoint from their own number, for a term of two years each, two members, who, with the officers of the Council, shall constitute the Executive Committee. This committee shall direct the work of the Council under the general policy determined by the Board of Directors. The terms of the two members chosen shall be so arranged that one new appointment shall be made each year. Five members of the Executive Committee shall constitute a quorum.

On the motion of Miss Fontaine, seconded by Mr. Lewis, the Board of Directors instructed the Secretary to inform the members at the business meeting on Friday afternoon that more time is needed in which to perfect the amendment; that at present there is no clearly defined status for members of local associations; and further, that the attitude of the local associations in the matter of the amendment is not sufficiently known. It was therefore recommended that the amendment be referred back to the Executive Committee.

Mr. Barnes made a motion, which was seconded by Mr. Thomas, that a committee on business English be created. The motion was carried.

Mr. Noble called attention to the fact that the requirements in the departments of education in many of the Western states are so extensive as to prevent the adequate training of teachers of English in the subject-matter of their work. On motion of Mr. Lewis, seconded by Mr. Stratton, it was decided to appoint a committee to make a report as to advisable action on the part of the Council. The following were then appointed as a committee on nominations: Mr. McComb, Miss Fontaine, and Mr. Thomas. On motion the Board adjourned.

The annual business meeting of the Council was held at 4:30 on Friday afternoon, November 29, President Abbott in the chair. The Secretary reported to the members the principal actions of the Board

of Directors. For the committee on nominations Mr. McComb moved that the following be elected directors for three years: Mr. W. Wilbur Hatfield to succeed Mr. Nathaniel W. Barnes; Mr. Charles Robert Gaston to succeed Mr. Edwin Fairley; Miss Mary B. Fontaine to succeed herself; Mr. Edwin Greenlaw to succeed Mr. Maurice G. Fulton; Mr. James F. Hosic to succeed himself; Mr. W. N. Otto to succeed Mr. E. H. Kemper McComb; Mr. Edwin L. Miller to succeed himself; Mr. Charles S. Pendleton to succeed Mr. Charles R. Rounds; Mr. C. H. Ward to succeed Mr. Irvah L. Winter; and Mr. Allan Cross to succeed Miss Harriett A. Woods. The motion was seconded and carried. On motion of Mr. Charles R. Gaston, of New York, seconded by Mr. Samuel A. Lynch, of Cedar Falls, the Council voted to invest \$100 in the next issue of Liberty Bonds. Miss Mary Newell Eaton, of Grand Rapids, Michigan, inquired as to whether it would be possible to publish, with annotations, the names of those who were in attendance upon the meeting. This was referred by motion to the Executive Committee for action. Mr. Lynch inquired whether it would be possible to secure recognition for the Committee of Thirty by the North Central Association of Colleges and Secondary Schools. He was informed that the Commission on the Definition of the Unit had already incorporated a considerable amount of material from the report in their recommendations. Mr. C. R. Rounds, of Milwaukee, remarked that the report would have more weight with the schools as coming from the Committee than as coming from the colleges in the North Central Association. In recognition of his devoted and efficient services as assistant secretary during the year, the Council extended a hearty vote of thanks to Mr. W. Wilbur Hatfield. Mr. Barnes reported for the auditing committee that the books of the treasurer were found correct. The report was adopted. The Secretary called attention to the fact that the Hopkins "Report on the Cost and Labor of English Teaching" was being permitted to fall into disuse, and suggested that some definite means be devised for following it up. On motion of Mr. Noble this matter was also referred to the Executive Committee. The meeting adjourned.

The new Board of Directors met for a few moments after the dinner on Friday night and elected officers for the ensuing year. These are as follows: President, Edwin L. Miller, Northwestern High School, Detroit, Michigan; First Vice-President, Joseph M. Thomas, University of Minnesota, Minneapolis, Minnesota; Second Vice-President, Mary B. Fontaine, Charleston, West Virginia; Secretary, James F. Hosic,

Chicago Normal College, Chicago, Illinois; Treasurer, Charles S. Pendleton, University of Wisconsin, Madison, Wisconsin. The Committee on American Speech, through the secretary, Mr. Clarence Stratton, requested an appropriation of \$100 for the ensuing year. The request was granted, subject to the approval of the Executive Committee. The necessity of following up the "Report on Cost and Labor of Composition Teaching" was discussed and the Executive Committee instructed to take such action as might be possible and wise for extending the use of the report.

The second business session of the Council was held on Saturday morning at 9:30. After listening to the report of the action of the new Board of Directors, the members gave their attention to the reports of standing committees. The committee on the Reorganization of the High-School Course in English reported that it had completed its work, and it was therefore dismissed. For the Committee on Scientific Investigation Mr. Abbott stated that a bibliography of scales and measurements was in preparation and that certain investigations carried on in the Horace Mann School would be made public. He said that Professor Briggs, of Teachers College, was collecting a body of data as to passing standards in composition in the high schools of the United States. Speaking for the Committee on School Plays, Mr. Dorey reviewed the work of the committee under the chairmanship of the late Mr. Guild, outlined a plan for a circulating library of plays which is being conducted at Teachers College by Mr. Abbott, who has acting versions of twenty plays, and urged the members to send in prompt-books to add to this collection. His committee is publishing in each number of the *English Journal* directions for one school play. He called special attention to the excellent exhibit of dramatic material for the high school prepared by Mr. Theodore B. Hinckley, of the University High School of the University of Chicago. He then offered the following resolution, which was unanimously adopted:

*Resolved*, That the National Council of Teachers of English request that all high-school principals engage in their English faculty one teacher who can coach plays, and that the academic work of that teacher be so arranged as to permit of adequate treatment of this art in the school life.

The chairman of the Committee on English in the First Six Years, Mr. J. W. Searson, was unavoidably absent from the meeting of the Council. The "Report on English in the Normal School," by Mr. Barnes, was presented to the Normal School Section. For the Com-

mittee on American Speech Mr. Stratton made an earnest appeal for support and offered the following resolution, which was adopted:

WHEREAS, The government of the United States has experienced delay and obstruction in the preparation for the war because of the great number of people who, though resident within our boundaries, still speak foreign languages; therefore, be it

*Resolved*, That the National Council of Teachers of English urges upon educational authorities throughout the country the patriotic necessity of providing now and in the future for the rapid Americanization of all foreign elements by insisting upon instruction in the English language for all residents within the United States.

Miss Fontaine reported for the Committee on Economy of Time in English Teaching that the committee has been divided into five subdivisions as follows: on mechanics of writing, on mechanics of speaking, on rhetoric, on grammar, and on literature. The chairmen of these subcommittees are, respectively, as follows: Mr. C. H. Ward, Mr. D. W. Redmond, Miss Elizabeth Hodgson, Mr. Sterling A. Leonard, and Mr. Edwin Fairley. She stated that the first work of the committee will be to make a survey and evaluation of the investigations which have already been carried out in the field. All who are interested in the work of the committee are urged to report to the secretary, Mr. W. W. Hatfield, at the Chicago Normal College. The Committee on Examinations and Measurements reported, through its chairman, Mr. Certain, that the committee has prepared an outline of the issues to be faced. The work will proceed in as impersonal a manner as possible. As soon as sufficient data are at hand, a series of subcommittees will be organized to work upon details. The investigation is to be most thoroughgoing. For the Committee on the Labor and Cost of English Teaching Mr. Hopkins reported that the plans were now mature for completing the work. An enormous amount of material with regard to the situation in the elementary schools is now being tabulated. It is expected that the material for a bulletin to be published by the Bureau of Education will be in the hands of the Commissioner by the middle of the summer. It will be necessary then to make plans for propaganda. The Council immediately passed a resolution as follows:

*Resolved*, That the members of the National Council of Teachers of English follow up in every possible way the report of the Committee on the Labor and Cost of English Teaching.

The matter of home reading of current literature was then called up and was referred to the Executive Committee for action. On a motion made by Mr. Stratton and seconded by Mr. Chiles the meeting then adjourned.